

# Unit Planning Guide: Grade \_2\_ Unit \_3\_\_ of \_\_8

<b>Unit Title:</b> Addition/ Subtraction, money and time problem solving	<b>Pacing (Duration of Unit):</b> 4 Weeks
<b>Grade:</b> 2	<b>Buffer Day(s):</b>

## Desired Results

### Transfer Goals (Priority practice standards in **bold**)

*Students will be able to independently use their learning to:*

- MP.1. **Make sense of problems and persevere in solving them.**
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. **Model with mathematics.**
- MP.5. **Use appropriate tools strategically.**
- MP.6. **Attend to precision.**
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Prerequisite Standards:

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#### Standards (Priority Standards in **bold**):

- **2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**
- **MA.7.a.Know the relationships of time, including seconds in a minute, minutes in an hour, hours in a day, days in a week, a month, and a year; and weeks in a month and a year.**
- **2. MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**
- **2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two**

#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
 Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

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one-digit numbers.

- 2.OA.MA.2a: By the end of grade 2, know from memory related subtraction facts of sums of two one-digit numbers.

### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- There are many different ways to represent the same amount of money
- Minutes are small, more precise units to measure time than hours
- Hours are smaller, more precise units to measure time than days.
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**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What would the world be like without time?
- How is counting money useful in real life?
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### Acquisition (\*Mostly assessed through traditional summative assessments)

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**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- Time can be measured to the nearest 5 minutes using a.m. and p.m.
- Time can be measured using an analog and digital clock
- Length of time can be measured using standard units (second, minutes, hours, and days)
- Values of dollar bills and coins (quarters, dimes, nickels and pennies)

### **Key Academic Vocabulary**

- Analog clock
- Digital clock
- Quarter
- Dime
- Nickel
- Penny
- Dollar

**Skills:** The discrete skills and process students should be able to use independently.

*Students will be skilled at:*

- Telling time to the nearest 5 minutes using digital and analog clocks (Remembering)
- Writing time to the nearest 5 minutes using digital and analog clocks (Applying)
- Comparing units of time; for example, seconds in a minute, days in a year (Analyzing)
- Counting with pennies, nickels, dimes, and dollar bills (Remembering)
- Comparing values of coins (Analyzing)
- Selecting coins for a given amount and making change (Applying)
- Solving word problems involving all units of money
- Using the \$ and ¢ appropriately when representing money (Applying)
- Adding and subtracting with units of money (Applying)

### **Resource Suggestions:**

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